

# Stanley School

## Relationships, Sex and Health Education Policy

September 2020



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## Context

Stanley School is a Primary School in Wirral, Merseyside. Over 140 children attend Stanley School; they each have an Education, Health and Care plan. Stanley School provides an education for children with CLD, SLD and PMLD.

Stanley School recognises and acknowledges that an effective RSHE curriculum contributes to the overall wellbeing, health and safety of all pupils.

RSHE forms an integral part of the curriculum at Stanley School, it is taught as part of the wider PSHE curriculum. We believe that every child in our school has the right to an appropriate and meaningful RSHE, we emphasise the importance of considering child's needs, age, readiness, maturity and cognitive ability to all teachers delivering the subject.

Relationship and Health Education is a compulsory and statutory part of the primary curriculum. Children cannot and will not be withdrawn from the teaching of this area. The very early development of some of our children means that we provide learning which is inclusive of all levels of development and cognitive ability.

Sex Education is non-statutory at Primary level. Before any child is taught aspects of sex education teachers will assess and evaluate whether a child is ready for this learning. Teachers will consider a child's age, maturity, readiness and development before consulting with parents. Parents have a right to withdraw their child from sex education and this is detailed in the policy.

## **Ethos**

Stanley School recognises that every child is entitled to receive an education which is relevant, meaningful and current; we are committed to delivering this in all areas including Relationship, Sex and Health Education.

We view each child as an individual; we celebrate their strengths and strive to support them to develop skills which will allow them to live happy and fulfilled lives in which they meet their full potential.

We are committed to safeguarding children and we recognise how RSHE learning supports this; we acknowledge that the advancements within modern technology now present a changing and credible risk to the children in our school. We also value the part technology plays in the lives of children and its many positive contributions.

At Stanley School, we recognise that every person is an individual, we respect the ethnicity, cultural and religious values and the sexual orientation of every member of our school community.

### RSHE is relevant and accessible to all pupils

All teaching at Stanley School is inclusive and accessible. Children receive a highly individualised approach to their learning and this is applicable during the teaching of RSHE. Children at Stanley School are grouped in terms of their ability and this impacts the curriculum they receive. Stanley School delivers a Pre-Formal Pathway, a Semi-Formal Pathway and a Formal Pathway. This allows each child to receive teaching and curriculum delivery which is appropriate and meaningful to them, this is an essential aspect of the RSHE curriculum.

Teaching of RSHE is delivered within the subject of PSHE through a wide range of activities including, but not limited to; sensory activities, play based learning, structured group and individual tasks, outdoor learning and formal teaching.

## **Relationship Education**

Relationship Education is a statutory requirement within primary settings (DfE, 2020) and an essential aspect of the curriculum in Stanley School. Relationship education allows children to develop an understanding of what relationships are, differences in relationships and how to foster healthy relationships with others. Stanley School recognises the importance of children developing an understanding of the meaning of positive mental wellbeing; relationship education encourages children to understand how their relationships with others support this.

### Curriculum Content

The teaching of relationship education at Stanley School focuses on the fundamental building blocks and characteristics of positive relationships. Teaching and learning supports children to understand friendships, family relationships, their relationships with children and with adults. The teaching of relationship education at Stanley School aims to ensure that children have a secure understanding of the following:

- Families and the people who care for them
- Caring friendships
- Respectful Relationships
- Online relationships
- Safety

### Delivery

Relationship education forms a significant part of the PSHE curriculum. Children are taught PSHE through 6 core areas. These are identified in Appendix A. and cross referenced to the Relationship Education outcomes.

As with all learning at Stanley School, Relationship Education will be delivered on a basis individual to each child. All RSHE teaching will be delivered based on what is appropriate and

relevant to the child. Many factors contribute to what is deemed appropriate to each child including their developmental level and their understanding.

Relationship Education at Stanley School encourages children to develop an understanding of the core themes through teaching which is appropriate and relevant to them.

### Monitoring Progress

Learning and progress within Relationship Education is monitored, as with all aspects of the PSHE Curriculum, through the evidence recorded on Earwig Academic and includes photographic, video and observation evidence. The evidence and progress is monitored by senior leadership in accordance with the PSHE policy. The use of resources which support the teaching of Relationship education is the responsibility of PSHE lead and the senior teacher responsible for PSED.

## **Sex Education**

Sex education is not compulsory in primary schools. Areas which may previously have been considered as 'sex education' such as the changing body, hygiene and puberty are taught as part of the compulsory relationship and health education areas.

The Department for Education (2020) recommend that primary schools have a sex education programme which is tailored to the age and the physical and emotional maturity of the pupils.

Considering the diverse and complex needs of the children at Stanley School is essential in developing a meaningful and relevant curriculum. Stanley School will teach relationship and health education as laid out in this policy and will only consider Sex Education on an individual basis.

It is essential that children at Stanley School are effectively supported with the on-going physical and emotional changes which they will experience; these changes are included in our curriculum as part of health and relationship education. If teachers and class staff consider it is necessary for a child to receive any form of sex education it will be discussed in school and parents will be consulted with. Many things must be considered before a child is taught aspects of sex education which include the development, understanding and the maturity of the child. This will be considered on an individual basis at all times. Parents have the right to withdraw their child from sex education and this will be made clear during the consultation process.

## Health Education

Health Education is an essential part of the curriculum at Stanley School; it equips children with the knowledge and skills to lead a healthy life.

### Curriculum Content

Children learn of the importance of leading a healthy lifestyle; both physical and mental wellbeing are essential to good health.

Children learn to acknowledge, understand and communicate their emotions, pupils are encouraged to articulate how they feel and recognise how they can seek support. Children learn the importance of exercise and the positive effects it can have upon both physical and mental wellbeing. Through a combination of strategies and approaches children learn to recognise their self-care needs and how they contribute to good overall health. Children are taught the importance of good personal hygiene and the impact this has upon their health.

Children are guided to understand the importance of community, they are part of groups and communities and they are taught to recognise these. Children are encouraged to consider the needs of others as part of their community.

The use of electronic devices is important to many of the children in our school, through effective PSHE teaching children learn to recognise that limiting their time on such devices will allow them to take part in other activities. Children are taught the importance of age restrictions in regards to gaming and social media; they will learn why these restrictions exist and the importance of adhering to them.

Stanley School teaches Health Education in accordance with DfE requirements of what all children will be taught during primary school. These areas include:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention

- Basic first aid
- Changing adolescent body

Changing and growing is an important aspect of the PSHE curriculum and includes key parts about puberty and the changing adolescent body. Children will also learn about menstrual wellbeing and the menstrual cycle.

Whilst these subject areas form a statutory part of the education of our children, teachers will always adapt learning to ensure it is relevant, meaningful and with an understanding of the complex needs of all of learners.

We feel it is important that children know that their body belongs to them. School staff will always use the correct terms for all body parts when communicating with children, this includes genitalia. We encourage independence through all of our learning and we feel it is important that children are aware of the correct names of body parts.

Safeguarding all of our children is of paramount importance, children learn that they can raise any concerns that they have and how to do so appropriately. It is essential that children know the correct names for body parts in order for them to raise concerns effectively.

## **Delivery**

Health education is a statutory requirement of primary education; at Stanley School it is taught within the PSHE curriculum. Appendix B notes what children learn as part of health education and how this is delivered through the PSHE curriculum.

Children learn the importance of leading a healthy life throughout their time at Stanley School; children are always encouraged to make healthy choices.

Some aspects of health education can create difficult questions and misconceptions for a child. Considering the complex learning needs of the children in Stanley School, it is essential to ensure that delivery is meaningful and appropriate to each individual child. A range of strategies are drawn upon to ensure the successful delivery of this curriculum, these include the following:

- Effective differentiation-children may be taught in larger groups, small groups or on an individual basis where necessary. Teaching can be adapted to include sensory and practical activities to ensure that all children can access the curriculum in a way which is appropriate to them.
- Safe and secure environment-children will be made to feel comfortable and respected throughout their learning.
- Appropriate resources
- Social stories
- Use of ICT

## **Monitoring Progress**

Learning and progress within health education is monitored, as with all aspects of the PSHE Curriculum, through the evidence recorded on Earwig Academic which includes photographic, video and observation evidence. The evidence and progress is monitored by senior leadership in accordance with the PSHE policy. The use of resources which support the teaching of Relationship education is the responsibility of the PSHE lead and the senior teacher responsible for PSED.

## **Delivery and Responsibility of RSHE**

The delivery of RSHE at Stanley School is the responsibility of individual class teachers. Class teachers will identify when children are developmentally and emotionally ready to access aspects of RSHE and follow the guidance within this policy to ensure that children access thorough, meaningful and appropriate RSHE curriculum. Key aspects of RSHE compliment other areas of the curriculum. Stanley School recognise that the teaching of PE, Science and Computing can complement RSHE learning. PSHE learning is developed across all aspects of learning at Stanley School, it is not limited to discrete lessons. We recognise that our

children learn best through practical activities which are meaningful and motivating to them. We cherish every opportunity for learning and acknowledge that these appear throughout all of our activities, sometimes these opportunities are spontaneous and led by the individual child, teachers harness these opportunities to promote further progress for the individual. Class teachers will also deliver RSHE within timetabled PSHE/ RSHE sessions. Learning within this area will also include informal settings such as playtime. (DfE, 2020)

Individual class teachers can assess and baseline children according to their development and their needs. From this baseline, an effective and individualised programme of learning can be devised. Regular assessment will provide evaluation of progress and effectiveness of resources.

## **Monitoring and Evaluation**

The PSED lead, the PSHE lead and senior leadership of the school have responsibility for:

- Reviewing the policy and ensuring it was in compliance with up to date DfE guidance.
- Ensuring that resources and materials used are appropriate and relevant for the children.
- Evaluating the policy and the scheme of work.
- Ensuring relevant information is given to relevant staff.
- Attending relevant CPD opportunities and the feeding this back to staff.

The teaching of RSHE is monitored by the Head Teacher and members of the governing body. A senior leader has overall responsibility for the PSED strand of the curriculum.

## **Governors**

Alongside their legal obligations the governing body of Stanley School will ensure that:

- All pupils are making progress, irrespective of their needs but in accordance with their level of development.
- The subject is well lead and planning is effective to ensure progress.

- The provision is regularly evaluated.
- Teaching is inclusive and accessible to all pupils.
- Clear information is provided to parents including curriculum content and their right to request that their child is withdrawn.
- The subjects are resourced, staffed and timetabled to ensure that the school can fulfil its legal obligations.

## **Parents and Families**

Stanley School recognises that parents have a vital role in the development of their children. Parents play an essential part in a child's development of understanding the importance of positive relationships and parents have the most significant influence in enabling their child to form healthy relationships. (DfE, 2020)

Stanley School works closely with parents when planning and delivering RSHE, parents are aware of what will be taught and when. Parents will be made aware that they do have the right to request that their child be withdrawn from some or all of the sex education teaching.

Stanley School fosters positive relationships between school and parents, based on effective communication. Parents are given opportunity to understand the purpose and importance of RSHE teaching. Parents should feel confident and informed about the curriculum and its significance to their child.

## **Right to be excused**

According to the Department for Education

“Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE” (DfE, 2020)

If a parent requests that their child is withdrawn from Sex Education, the Head Teacher will discuss this request with the parent and ensure that their wishes and concerns are understood and aim to provide clarification. A record of any such request and conversation will be kept.

The Head Teacher will automatically grant a request to withdraw their child from sex education, other than as part of the Science curriculum. (DfE, 2020)

There is no right to withdraw from Health Education or Relationship Education.

## **Lesbian, Gay, Bisexual and Transgender**

Stanley School recognise that it is essential that the needs of all pupils are met. Equality and respect underpins all of our teaching.

We ensure that all teaching is sensitive, appropriate and meaningful in its approach and content. Children learn through the delivery of the PSHE curriculum (Changing and Growing: Different types of Relationship) that relationships and partnerships can be between people of any gender.

## **Safeguarding**

This policy and the teaching of RSHE is in accordance with Keeping Children Safe in Education (Department for Education, 2020). Keeping children safe is at the heart of all RSHE teaching. All children are taught about the importance of their safety including how to stay safe online. Children should always be made aware of who they can raise a concern to and how to do so. We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. (School, 2019)

## **Policy Approval and Review**

This policy is subject to the approval of the governing body of the school. It will be reviewed annually by the PSHE Co-ordinator.

This policy has been written in accordance with the Department for Education guidance and additional support from the PSHE Association.

## References

Department for Education. (2020, September 1). *Gov.uk*. Retrieved September 17, 2020, from Gov.uk:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf)

DfE. (2020). *Relationships Education, Relationships and Sex Education (RSE) and Health Education*. London: Department for Education.

School, S. (2019). *Safeguarding Policy and Procedure*. Stanley School.

## Appendix A

Relationship Education Areas	Relationship Education Outcomes	Identified coverage within PSHE Curriculum.
	Children will learn:	Through the teaching of:
Families and people who care for me	The importance of family and that family provides a child with love security and stability.	Self-Awareness- People who are special to us.
	The characteristics of healthy family life	Self-Awareness-People who are special to us Self-Awareness-Getting on with others. Changing and Growing-Different types of relationships.
	Recognising the differences in families and that these differences deserve respect and are still characterised by love and care.	Self-Awareness-Getting on with others. Changing and Growing-Different types of relationships.
	Recognising if a family relationship is making them feel unhappy or unsafe and who to ask for help and advice.	Self-Awareness-Getting on with others.
Developing caring friendships	How we choose and make friends and the impact this upon making us feel happy and secure.	Self-Awareness- People who are special to us.
	The characteristics of friendships including: mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trusted, shared interest and experiences and support with problems and difficulties.	Self-Awareness-Getting on with others.
	Healthy friendships are positive and welcoming, they do not make us feel lonely or excluded.	Self-Awareness-Getting on with others.

	Friendships have happy times and harder times, these can be worked through and resolved, resulting in a friendship which is strengthened. Regardless of these ups and downs, violence is never right.	Self-Awareness- People who are special to us. Self-Awareness-Getting on with others.
	How to determine who to trust and who not to trust, how to understand when a friendship makes them feel unhappy or uncomfortable, how to manage conflict and seek help when needed.	Self-Awareness- People who are special to us. Self-Awareness-Getting on with others. Self-Care, Support and Safety-Trust
Respectful relationships	The importance of showing respect to others regardless of differences, choices, preferences or beliefs.	Self-Awareness-Playing and working together
	The importance of permission seeking and giving in relationships with friends and adults.	Changing and growing-Baby to adult.
	Actions which improve respectful relationships.	Self-Awareness-Playing and working together Managing feelings-Managing strong feelings
	The importance and conventions of being courteous and well mannered.	Self-Awareness-Playing and working together
	The importance of self-respect and how this links to their own happiness.	Self-Awareness- People who are special to us. Self-Awareness-Getting on with others.
	That in school and wherever else they may be, they can expect to be treated with respect by others.	Self-Awareness-Kind and Unkind Behaviours

	Aspects of bullying including different types of bullying, the impact of bullying and where to seek help if needed.	Self-Awareness-Kind and Unkind Behaviours The world I live in-Respecting differences between people.
	What a stereotype is and how stereotypes can be unfair, negative and destructive.	The world I live in-Respecting differences between people.
Online Relationships	People can behave differently online and sometimes people pretend to be someone they are not.	Self-care, safety and support-Keeping safe online
	That it is equally important so treat others with respect when interacting online.	Self-care, safety and support-Keeping safe online
	How to keep safe online, how to recognise risks and what to do about them.	Self-care, safety and support-Keeping safe online Self-care, safety and support-Keeping safe Self-care, safety and support-Trust
	How to critically consider online friendships and sources of information.	Self-care, safety and support-Keeping safe online Self-awareness-Kind and unkind behaviours
	How information is used online.	Self-care, safety and support-Keeping safe online
Being Safe	The boundaries which are appropriate in friendships with peers and others.	Self-care support and safety- Trust
	The concept of privacy and the implications of it for children and adults.	Self-care support and safety- Trust Self-care support and safety- Private and public
	That it is not always right to keep a secret if it relates to staying safe.	Self-care support and safety- Trust
	That each person's body belongs to them, the differences between appropriate and inappropriate or unsafe physical contact.	Self-care support and safety- Public and private Changing and growing-Dealing with touch

	How to respond safely and appropriately to adults they may encounter, whom they do not know.	Self-care, safety and support-Keeping safe Self-care, safety and support-Trust
	How to recognise feelings of being unsafe or feeling bad about any adult.	Self-care, safety and support-Keeping safe online Self-care, safety and support-Trust
	How to ask for help or advice for themselves or others and to keep trying until they are heard.	Self-care, safety and support-Keeping safe Self-care, safety and support-Keeping safe online
	How to report concerns or abuse and the vocabulary and confidence needed to do so.	Self-care, safety and support-Keeping safe online Self-care support and safety- Public and private Changing and growing- Dealing with touch Self-awareness-Kind and unkind behaviours
	Where to get advice.	Self-awareness-Kind and unkind behaviours Self-awareness-Getting on with others Self-care, support and safety-Trust Self-care, support and safety-Keeping Safe online Changing and growing-Dealing with touch

## Appendix B

Health Education Areas	Health Education Outcomes	Identified Coverage within PSHE curriculum
	Children will learn:	Through the teaching of:
Mental wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	Managing Feelings MF1: Identifying and expressing feelings.
	That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all human experience in relation to different experiences and situations.	Managing Feelings MF1: Identifying and expressing feelings. Self-care, support and safety SSS2: Keeping safe
	How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their feelings and others' feelings.	Managing Feelings MF1: Identifying and expressing feelings and
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	Managing Feelings MF1: Identifying and expressing feelings. Self-Awareness SA2, SA4, SA5: Kind and unkind behaviours, People who are special to us, Getting on with others. Self-care, support and safety SSS2: Keeping safe
	The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental wellbeing and happiness.	Healthy Lifestyles HL2: Taking care of physical health
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	Managing Feelings MF2: Managing strong feelings

	That bullying (including cyber bullying) has a negative and often long lasting impact on mental wellbeing.	Self-Awareness SA2: Kind and unkind behaviours
	Where and how to seek support including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions.	Self-care, support and safety SSS3: Trust
	It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if it is accessed early enough.	Managing feelings MF1: Identifying and expressing feelings.
Internet safety and harms	That for many people the internet is an integral part of life and has many benefits.	Self-care, support and safety SSS4: Keeping safe online
	About the benefits of rationing time spent online , the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and other's mental and physical wellbeing.	Healthy lifestyles HL2: Self-care, support and safety SSS3, SSS4: Trust and keeping safe online
	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	Self-care, support and safety SSS3, SSS4: Trust and keeping safe online
	Why social media, some computer games and online gaming are age restricted.	Self-care, support and safety SSS4: Keeping safe online
	That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have an impact on mental health.	Self-awareness SA2: Kind and unkind behaviours Self-care, support and safety SSS4: Keeping safe online
	Where and how to report concerns and get support online.	Self-care, support and safety SSS4: Keeping safe online
Physical health and fitness	The characteristics and mental and physical benefits of an active lifestyle.	Healthy living HL2: Taking care of physical health
	The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking and cycling	Healthy living HL3: Keeping well

	to school, a daily active mile or other forms of regular exercise.	
	The risk associated with an inactive lifestyle (including obesity)	Healthy living HL2: Taking care of physical health
	How and when to seek support including which adults to speak to in school if they are worried about their health.	Healthy living HL3: Keeping well
Healthy eating	What constitutes a healthy diet.	Healthy living HL1: Healthy eating
	The principles of planning a preparing a range of healthy meals.	Healthy living HL1: Healthy eating
	The characteristics of a poor diet and the risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)	Healthy living HL1: Healthy eating
Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.	Healthy living HL3: Keeping well
Health and prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.	Healthy living HL3: Keeping well
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage including skin cancer.	Healthy living HL2: Taking care of physical health
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	Healthy living HL2: Taking care of physical health
	About dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist.	Self-care, support and safety SSS1: Taking care of ourselves.
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.	Healthy living HL1: Healthy eating
	The facts and science relating to allergies, immunisation and vaccination.	Healthy living HL1, HL3: Healthy eating and Keeping well
Basic first aid	How to make a clear and efficient call to emergency services if necessary.	Self-care, support and safety SSS2: Keeping safe

	Concepts of basic first aid, for example dealing with common injuries, including head injuries.	Self-care, support and safety SSS2: Keeping safe
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to 11, including physical and emotional changes.	Changing and growing CG2: Changes at puberty
	About menstrual wellbeing including the key facts about the menstrual cycle.	Changing and growing CG2: Changes at puberty